

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) **Revised for School Year 2008-09** **Revisions Included**

School: Hardeeville Junior High/High School

District: Jasper County

Principal: Dr. Carletha W. Youmans

Superintendent: Dr. Delacy Sanford

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The 2007-2008 school year was the first year of operation for the Hardeeville Middle/High School and it serves students in grades 6-12. The high school is the focus of this Focused School Renewal Plan (FSRP). The students attending Hardeeville High previously attended Jasper County High School which was located in Ridgeland, SC. Jasper County High was the only high school in Jasper County to serve students in the Hardeeville and Ridgeland, SC area. The following overview of the Hardeeville High School students is based on student performance data from Jasper County High School.

Jasper County is a rural community established in 1912 and located at the southernmost tip of South Carolina. Jasper County experienced a 33.5% growth rate from 1990 to 2000 with a total population of 20,678 residents spread over 600 square miles. Household and per capita incomes grew at a greater rate than the state average in 2000, with Jasper County's median income rising 70% from \$18,071 in 1990 to \$30,727. Although Jasper County made progress in reducing the percentage of people living in poverty, dropping from 25.3% in 1990 to 20.7%, the county still lags behind the state poverty average of 14.1 percent. The 2000 census report also showed that of 7,025 total households, 73% had children under the age of seventeen. Of that seventy-three percent, 28% of the families with children under the age of seventeen are headed by a single parent. Based on county data, 34.8% of the adult population does not hold a GED nor do they hold a high school diploma, which affects the earning potential of many households and affects their ability to assist their children with homework. Less than 40% of parents attended parenting workshops as measured by parent sign-in sheets for 2005-2006.

Currently, Hardeeville High School serves 311 students in grades nine through twelve. The student population is made up of: 62% African American; 23% Hispanic; 14% Caucasian and 1% other. The average attendance rate is 96.8%. The number of students classified as disabled is 13.2%.

The number of students receiving free or reduced lunch is based on the student population in middle and high school. During the 2007-2008 school 71% of our students received free and/or reduced lunch. Currently for the 2008-2009 school year 80% of our students receive free and/or reduced lunch.

DATA Chart 1
Hardeeville Middle/High School
Free/Reduced Lunch Program Data 2007-2008

Total Student Population						
468						
Free/Reduced Program -Meal						
# of Students	Gender		Ethnicity			
	#M(%)	#F(%)	#B(%)	#W(%)	#H(%)	#O(%)
Free						
294 (88%)	146(49)	148(51)	198(67)	21(7)	71(24)	4(1)
# of Students Reduced						
40 (12%)	22(55)	18(45)	23(57)	1(2)	15(37)	1(2)
Total Free and Reduced						
334 (71%)	136	166	221	23	86	5
Total # of Students Not Eligible						
134 (29%)	77(57)	57(42)	79(58)	24(18)	30(22)	1(0)

The figures in data Chart 1 indicate that 334 students of the 468 students enrolled in both middle and high school received free and reduced meals. This data reflects that 71 % of the students at Hardeeville Middle/High School received free or reduced meals during the 2007-2008 school year; of that seventy-one percent 88% are free and 12% are reduced. A total of 294 students received free lunch with 146 being male and 148 female which equates to 49% and 51% respectively. Forty students received reduced lunch with 22 being male and 18 female equating to 55% and 45% respectively. Twenty-nine percent of our students are not eligible for free or reduced lunch. The 2008-2009 school year will be the first that all students in Jasper County Schools will be required to wear uniforms in grades Pre-K through 12.

DATA Chart 2
Hardeeville Middle/High School
Free/Reduced Lunch Program Data 2008-2009

Total Student Population						
591						
Free/Reduced Program -Meal						
# of Students	Gender		Ethnicity			
	#M(%)	#F(%)	#B(%)	#W(%)	#H(%)	#O(%)
Free						
419 (89)	215 (51)	204 (49)	263 (63)	41 (10)	112 (27)	3 (1)
# of Students Reduced						
51 (11)	25 (49)	26 (51)	25 (49)	7 (14)	18 (35)	1 (2)
Total Free and Reduced						
470 (80%)	240	254	316	72	143	6
# of Students Not Eligible						
118 (20%)	68 (58)	50 (42)	53 (44)	31 (26)	31 (26)	3 (3)

The figures in data Chart 2 indicate that 470 students of the 591 students enrolled for the 2008-2009 school year for both the Middle and High School receive free and/or reduced meals. This data reflects that 80 % of the students at Hardeeville Middle/High School are eligible to receive free or reduced meals; of that eighty percent, 89% are eligible for free and 11% are eligible for reduced meals.

The Hardeeville High faculty is composed of 27 certified teachers and 6 certified non-teaching faculty members. Three of the certified teachers are International teachers who are highly qualified in their content areas, however some require additional staff development in the areas of classroom management. There are currently two certified vacancies on our staff, one in Mathematics and one in Science.

Our data comes from the state level in the form of HSAP and EOCEP test scores. The Statewide assessments include the passage rate for the HSAP first attempt of students in their second year of high school, and End of Course Tests. The data in data chart 2 indicates that the number of students successful in HSAP first attempt increased from 2005 to 2007. Though we had increases in EOCEP subtests in 2006, 2007 reflects a decline in every subtest except the slight increase in Algebra 1. The data in data chart 2 indicated is data received from the previous student body of Jasper County High School. Hardeeville Middle-High School is in it's first year of existence, therefore we have no baseline data currently or for the past three years.

DATA Chart 3
HSAP 2005-2007 / EOCEP 2005-2007
On-Time Graduation Rate 2005-2007

HSAP first attempt results:				The EOCEP results: Percent of students scoring 70 or above:			
	2005	2006	2007		2005	2006	2007
Passed 2 subtests ELA & Math	53.2%	41.0%	55.0%	English	44.6%	55.1%	38.8%
Passed ELA Only	25.9%	26.9%	24.3%	Physical Science	10.5%	22.0%	15%
Passed Math Only				Biology	26%	18.6%	NA *
Passed no subtest	20.8%	32.2%	20.8%	Algebra 1	38%	45.7%	48.9%
HSAP pass rate:	2005	2006	2007	On time graduation rate:			
	NA *	92.8%	75.3%		2005	2006	2007
					70.5%	81.2%	62.2%

In 2007 HSAP passage rates increased in ELA and Math.

In 2007 EOCEP students regressed in all subtests with the exception of Algebra 1.

The graduation rate in 2007 declined.

**No EOCEP available for Biology*

Although the first attempt passage rate continues to increase we have a need to focus on those students who have not been successful on one or more parts of HSAP. In an effort to improve our longitudinal success rate of HSAP we are going to provide an additional course in HSAP Preparation in ELA and in Math. In addition we are providing after school tutorial and one-on-one assistance for students needing that support. The analysis of MAP data allows us to provide a longitudinal look at student's achievement over time. The use of MAP and HSAP data analysis is used to guide our instructional initiatives and prescribe for improving student achievement. These analyses along with teacher surveys identified the following areas of need: standards-based classroom assessment, writing across the curriculum, differentiation of instruction, computer assisted instruction and classroom management as focii in this focus school renewal plan.

DATA Chart 4
MAP Data
Math 9th Grade Winter 2008

All Students	#Tested 69	High		Average		Low	
Numbers and Operations		9	13%	25	36%	35	51%
Algebra		13	18%	28	41%	28	41%
Geometry		11	16%	27	39%	31	45%
Measurement		6	9%	23	33%	40	58%
Data Analysis & Probability		9	13%	23	33%	37	54%
Average		14%		36%		50%	

An analysis of MAP scores indicate that 50% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 4 indicate those areas that we need to focus our instructional efforts

DATA Chart 5
MAP Data
Reading 9th Grade Winter 2008

All Students	#Tested 69	High		Average		Low	
Literal Comprehension		14	21%	17	25%	36	54%
Interpretive Comprehension		11	16%	16	24%	40	60%
Evaluative Comprehension		13	19%	12	18%	42	63%
Analysis of Text		11	16%	21	31%	35	52%
Average		21%		25%		57%	

An analysis of MAP scores indicate that 57% of our students were projected to be below basic on PACT 2008 at the winter administration of MAP. Chart 5 indicate those areas that we need to focus our instructional efforts.

The school leadership team, data team, along with the faculty and staff as a whole spent numerous hours disaggregating data and reviewing instructional practices. The lack of success on EOCEP test in 2007, the high percentage of students failing one or more parts of HSAP (ELA and/or Math) and the drastic decline in on-time graduation rate in 2007 led us to conclude that these three areas become the focus goals for the 2008-2009 focus school renewal plan. The following goals were formulated from the aforementioned areas of focus.

Focused Goal 1: By April 1, 2009 we will increase the longitudinal HSAP Passage rate of the students at Hardeeville High School from 62% (2007) to 93% (2009) as measured by Fall 2008 – Spring 2009 MAP data.

Focused Goal 2: By April 1, 2009 we will improve our graduation rate from 55% (2007) to 80% (2009) with all students successfully passing all parts of the HSAP as measured by Fall 2008 and Spring 2009 MAP data and the completion of all other graduation requirements..

Focused Goal 3: The projected number of students passing End-of-Course Tests (EOCEP) will increase in English I by 15%, and in Algebra I by 15%, as measured by Fall (2008) and Spring (2009) MAP data and increase Physical Science by 30%, and US History by 30% as measured by our district benchmarks assessments in November (2008), January (2009) and March (2009).

The needs assessment conducted in 2007 indicated a need to improve parental participation and to actively involve parents in their children's education. In our plan we have included strategies for our goals that will improve parental participation in the process through goal setting and follow up conferences with the parents of students failing or in jeopardy of not graduating.

We have established the three Student Achievement goals indicated based on the absolute calculator to achieve expected yearly progress. The projected yearly progress is based on absolute calculation using data from Jasper County High School for the years 2005-2007. It must be noted that the data for the 2008 school year will be the first year of exclusive data for Hardeeville Middle/High School. If we achieve a longitudinal weighting of 3, with a HSAP first attempt pass rate maintained at 5, in addition to an on time graduation weighting of 4, and having an EOCEP rating of 1.37, this will allow us to achieve an absolute rating of 3.34 based on the absolute calculations which is a rating of average.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

July <ul style="list-style-type: none"> • <i>School Leadership</i> Retreat • EOCEP teachers will attend training by State Department 	December <ul style="list-style-type: none"> • Mini HSAP assessments • After-school tutorial (MAP) • Academic Parent Night • High Schools That Work (On-going) • EOCEP assessments
August <ul style="list-style-type: none"> • Collaborative Partnering/Shared Decision-making process begins • HSAP Prep classes start (1st Semester) • Implementation of Best Practices: Power of “I” High Expectations for all students Fortify Program of Study • Utilization of MAP data analysis • Parent Resource Center opens • Funding for Professional Development provided by special revenue funds • PTA/SIC training • High Schools That Work (On-going) 	January <ul style="list-style-type: none"> • Revisiting of Best Practices • HSAP Prep classes • After school tutorial • High Schools That Work (On-going)
September <ul style="list-style-type: none"> • Student information made assessable to parents • Training - Use of Data to improve instruction • Mini HSAP assessments begin (grades 9-11) • Implementation of Credit Recovery classes (Saturdays) • EOCEP Assessments • Classroom visits- District Administrators (Monthly) • EOCEP teachers will attend State Depart Training • High Schools That Work (On-going) • MAP administration - 1st Semester 	February <ul style="list-style-type: none"> • Academic Parent Night • Financial Aid Night for college bound seniors • Family Fun Day • Mini HSAP assessments • High Schools That Work (On-going) • After-school tutorial •
October <ul style="list-style-type: none"> • After-school Tutorial (MAP deficient students) • Family Fun Day • High Schools That Work (On-going) • Mentor-Mentee Pro gram 	March <ul style="list-style-type: none"> • After-school tutorial (MAP) • High Schools That Work (On-going)

November <ul style="list-style-type: none"> • Parent conferences (seniors in jeopardy) • Incentives for on-time graduates • Conferences with students (EOCEP) • Family Fun Day • Mini HSAP assessments • After-school tutorial (MAP) • High Schools That Work (On-going) 	April <ul style="list-style-type: none"> • Mini HSAP assessments • High Schools That Work (On-going) • Academic Parent Night
	May <ul style="list-style-type: none"> • EOCEP Assessments • Graduation

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009 we will increase the longitudinal HSAP Passage rate of the students at Hardeeville High School from 62% (2007) to 93% (2009) as measured by Fall 2008 – Spring 2009 MAP data.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Training of high school teachers on how to analyze and utilize both class and individual student MAP data to improve instruction.	Principal Instructional Coach Leadership Team High School Teachers	September, 2008	<ul style="list-style-type: none"> • Training in the use of data will be provided by school Leadership Data Team throughout the school year. The staff development calendar will forecast monthly training schedules.(Instructional Coach). Teachers will use this training in their weekly meetings in making instructional decisions. Data analysis will be reflected in lesson plans in the way of differentiation of instruction. • Weekly monitoring and feedback will validate the differentiation of instruction in lesson plan.(Administration). • Administrative weekly monitoring will observe the impact of data use in instructional decision making.(Administration)
Identified students who are deficient on MAP will attend After School tutorials taught by highly qualified teachers	Principal Instructional Coach Lead Teacher Highly Qualified teachers High School Guidance Counselor	October, 2008	<p>Students identified as basic and below are provided additional instruction in reading and math based on current HSAP and MAP data. The instruction in the After School Program and Saturday School Program is based on the identified strand of the week.</p> <p>Teachers will maintain progress data for on-going assessment and evaluation of program success. Teachers will develop weekly lesson plans for after school based on test data. Lesson Plans will be submitted weekly to Ms. King-Johnson and Ms. O'Neal for review and monitoring.</p>
HSAP Preparation classes will be provided during the school day to meet the needs of all students (27) who have failed portions of the HSAP.	Principal Counselor	September 2008	<p>Focused intervention will be provided for seniors identified as having failed one or both parts of HSAP.</p> <p>Reading, writing and math instruction will be provided daily</p>

			<p>based on identified strand of the week.</p> <ul style="list-style-type: none"> Weekly monitoring and feedback will validate the differentiation of instruction in lesson plan.(Administration). Administrative weekly monitoring will observe the impact of data use in instructional decision making.(Administration)
Subject specific mini HSAP-like assessments will be administered to all students in grades 10-11 and selected seniors on a bi-weekly basis.	Principal Instructional Coach Highly Qualified Department Chairs High School Guidance Counselor	September, 2008	Students' weekly assessments will be administered in the form of HSAP-like assessments to create uniform application of testing. Teachers will use the state website to locate standards based test items in social studies. (Weekly review of assessments, Ms. O'Neal) Teachers and administrators will analyze the data from the HSAP-like assessments weekly to guide instruction. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will serve as documentation from weekly student conferences in adjusting instructional strategies.
A Mentor-Mentee Program will be implemented for the 9 th Grade Academy students in an effort to focus on the longitudinal and on-time graduation rate.	9 th Grade Staff Principal Counselor Science Dept Chair	October, 2008	Individual student goal sheets signed by teacher and student will be submitted weekly to Ms. O'Neal (Instructional Coach). Information gained from weekly student conferences will be used to focus and differentiate instruction. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly student conferences in adjusting instructional strategies.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 2: By April 1, 2009 we will improve our graduation rate from 55% (2007) to 80% (2009) with all students successfully passing all parts of the HSAP as measured by Fall 2008 and Spring 2009 MAP data and the completion of all other graduation requirements.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide credit recovery classes for seniors.	Principal Guidance Counselor Teachers Asst. Principal Instructional Coach ADEPT Trained Teachers	September, 2008 as needed	<p>Focused intervention will be provided for seniors identified as having failed course/s required for graduation.</p> <p>Lesson plans will be analyzed weekly for rigor, relevance and scope in sequence for each course taught based on Anderson-5 curriculum. Feedback from weekly monitoring will be used to adjust instruction.(Administration/Teachers)</p>
<p>Provide training in HSTW to differentiate instruction.</p> <p>Teacher teams will demonstrate best practices in differentiation.</p>	Principal Asst. Principal Instructional Coach Teachers	September, 2008	<p>Training in the use of differentiation will be provided by school Instructional Coach throughout the school year. The staff development calendar will forecast monthly training schedules.(Instructional Coach). Teachers will use this training in their weekly meetings in making instructional decisions. Differentiation of instruction will be reflected in weekly lesson plans. Feedback from weekly monitoring will be used to adjust instruction.</p>
Utilization of Best Practices to improve instruction.	Principal Asst. Principal Instructional Coach	August, 2008	<ul style="list-style-type: none"> Basic instructional tools will be presented to all teachers for general practice in lesson delivery. Lesson plans will be monitored weekly for rigor, relevance, level of questioning and strategies of differentiation.(Instructional Coach) Weekly feedback will be provided on the analysis of lesson plans, and implementation of strategies through administrative monitoring.
Set high expectation for students. (i.e. Implementation of The Power of "I" best practice.)	Principal Counselor Teachers	August, 2008	<ul style="list-style-type: none"> Failure is not an option when everyone is expected to succeed. Weekly assessments and quarterly grade distributions will be used to identify students who are

			failing and need instructional intervention. (Counselors/Teachers)
Defining four flexible tracks. Develop and publish a comprehensive program of study.	Principal Instructional Coach Counselor Teachers	August, 2008	<ul style="list-style-type: none"> • A comprehensive program of study provides a clear picture of expected achievements for parents and students. • Teacher, parent and student input to all stakeholders. • Monthly feedback and updates will be provided by the program committee team. • Publish calendar of events.
Conduct parent/student goal setting conferences with all students.	Students Parents Guidance Counselor Principal Asst. Principal Teachers	November, 2008	In an effort to increase parent participation in their child's education we are implementing parent/student conferences to establish academic goals. Agendas of teams and departmental weekly meetings will evidence the use of feedback from parent/teacher conferences and mid-year review.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: The projected number of students passing End-of-Course Tests (EOCEP) will increase in English I by 15%, and in Algebra I by 15%, as measured by Fall (2008) and Spring (2009) MAP data and increase Physical Science by 30%, and US History by 30% as measured by our district benchmarks assessments in November (2008), January (2009) and March (2009).

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Utilization of Best Practices to improve instruction.	Principal Asst. Principal Instructional Coach	August, 2008	<ul style="list-style-type: none"> Basic instructional tools will be presented to all teachers for general practice in lesson delivery. Lesson plans will be monitored weekly for rigor, relevance, level of questioning and strategies of differentiation.(Instructional Coach) Weekly feedback will be provided on the analysis of lesson plans, and implementation of strategies through administrative monitoring.
Set high expectations for staff and students. (i.e. The Power of "I").	Principal Counselor Teachers	August, 2008	<ul style="list-style-type: none"> Failure is not an option when everyone is expected to succeed. Weekly assessments and quarterly grade distributions will be used to identify students who are failing and need instructional intervention. (Counselors/Teachers)
Defining four flexible tracks. Develop and publish a comprehensive program of study.	Principal Instructional Coach Counselor Teachers	August, 2008	<ul style="list-style-type: none"> A comprehensive program of study provides a clear picture of expected achievements for parents and students. Teacher, parent and student input to all stakeholders. Monthly feedback and updates will be provided by the program committee team. Publish calendar of events.
Conduct conferences with students, and parents who are identified as in danger of not passing the EOCEP subject(s).	Students Parents Guidance counselor Principal Asst Principal	November, 2008	Individual student goal sheets signed by teacher and student will be submitted weekly to Ms. O'Neal (Instructional Coach). Information gained from weekly student conferences will be used to focus and differentiate instruction. Lesson plans will be analyzed by Ms. O'Neal and Mr. Pierce and written feedback will be provided to

	Teachers		teachers and principal. Agendas of teams and departmental meetings will evidence the use of feedback from weekly student conferences in adjusting instructional strategies.
EOCEP subject area teachers will attend training sponsored by the State Department of Education. (See rationale)	Principal Instructional Coach Teachers	August, 2008 ongoing	Knowledge and strategies learned will be implemented through classroom instruction and documented by principal, instruction coach and assistant principal through classroom observations and feedback to teachers. <ul style="list-style-type: none"> • Lesson Plans • Observation sheets • Walk-about forms
Benchmark assessments will be administered to all students enrolled in EOCEP US History and Physical Science courses quarterly between October 2008 and March 2009.	Principal Instructional Coach Highly Qualified Department Chairs High School Guidance Counselor	November, 2008; January, 2009 and March, 2009	EOCEP will be administered quarterly to assess student progress. The assessments will also be used to strengthen student test taking skills and to develop student confidence. <ul style="list-style-type: none"> • Sample tests • Testing Schedule • Student data • Data analysis included in lesson plans Instructional Coach responsible for documentation
Academic Parent Night Events-special evening events sponsored by academic departments will be conducted throughout the year.	Principal, Department Chairs, Instructional Coach Leadership Team, Asst. Principal	November, 2008; December, 2008; February, 2009 and April, 2009	In an effort to showcase our school programs we will conduct four parent nights. We will establish a calendar of events for November 2008, December 2008, February 2009 and April 2009. Parents will be asked to complete a program evaluation. Feedback from parent program evaluations will be used to improve our programs.

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By October 1, 2008, we will implement effective collaborative teams using HSTW best practice strategies to improve instruction. EOCEP students will improve their performance in English I by 15%, Algebra I by 15%, US History by 30%, and Physical Science by 30 % as measured by MAP Spring administration and EOCEP practice tests.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide training in data analysis and its use in improving instruction for staff and leadership team.	Principal Asst. Principal Instructional Coach Teachers	September, 2008	Documentation for training: <ul style="list-style-type: none"> • Training schedule • Agendas • Sign-in sheets • Teacher data notebooks • Minutes from weekly meetings Principal responsible for documentation and implementation
Provide training in HSTW to differentiate instruction. Teacher teams will demonstrate best practices in differentiation.	Principal Asst. Principal Instructional Coach Teachers	September, 2008	Documentation for utilizing data: <ul style="list-style-type: none"> • Lesson Plans • Data Analysis Logs • Student Rosters – Benchmark Test Data • IEP – Special Needs Students • <u>Using Data to Improve Student Achievement</u>, Deborah Wahlstrom Principal responsible for documentation and implementation.
Establish collaborative teams that will meet weekly to analyze data and make instructional decisions to adjust instruction.	Principal Asst. Principal Instructional Coach Teachers	August, 2008	Documentation of team meetings <ul style="list-style-type: none"> • Rosters • Minutes • Agendas • Benchmark Analysis
Develop and implement a weekly monitoring schedule with feedback to teachers to ensure all strategies of the FSRP are implemented.	Principal Asst. Principal Instructional Coach Teachers Team Leaders	September, 2008	Observations <ul style="list-style-type: none"> • Informal walk-through • Formal –JCS D Observation Instrument

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By September, 2008 we will begin implementation of the first three strategies of High Schools that Work/Making Middle Grades Work.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Utilization of Best Practices to improve instruction.	Principal Asst. Principal Instructional Coach	August, 2008	<ul style="list-style-type: none"> Basic instructional tools will be presented to all teachers for general practice in lesson delivery. Lesson plans will be monitored weekly for rigor, relevance, level of questioning and strategies of differentiation.(Instructional Coach) Weekly feedback will be provided on the analysis of lesson plans, and implementation of strategies through administrative monitoring.
High expectation for staff and students. (i.e. The Power of "I").	Principal Counselor Teachers	August, 2008 (on-going)	<ul style="list-style-type: none"> Failure is not an option when everyone is expected to succeed. Weekly assessments and quarterly grade distributions will be used to identify students who are failing and need instructional intervention. (Counselors/Teachers)
Defining four flexible tracks. Develop and publish a comprehensive program of study.	Principal Instructional Coach Counselor Teachers	August, 2008	<ul style="list-style-type: none"> A comprehensive program of study provides a clear picture of expected achievements for parents and students. Teacher, parent and student input to all stakeholders. Monthly feedback and updates will be provided by the program committee team. Publish calendar of events.
Academic Parent Night Events-special evening events sponsored by academic departments will be conducted throughout the year.	Principal, Department chairs, Instructional Coach, Leadership Team, Asst. Principal	November, 2008 December, 2008; February, 2009 and April, 2009	<p>In an effort to showcase our school programs we will conduct four parent nights. We will establish a calendar of events for November 2008, December 2008, February 2009 and April 2009.</p> <p>Parents will be asked to complete a program evaluation. Feedback from parent program evaluations will be used to improve our programs.</p>

A Parent Resource Center will be opened.	Principal, District Parent Liaison, Technology specialist, Technology Coach, ESOL Staff,	August, 2008	Documentation of Parent Resource Center opening. <ul style="list-style-type: none"> • Sign-in Book • Mini course Offering Flyers • Participation Roster • Event Planning Log Principal will be responsible for documentation and implementation.
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009 Jasper County School District will show a 20% increase in the number of teachers who are HQ district-wide, per the HQ Teacher Status Report in SASI/PCS, currently we have 49% of our teachers that are Highly Qualified.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Monitor the certification requirements for teachers teaching in K-12 classrooms.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08	This indicator will ensure that ONLY HQ teachers are placed in each school. District procedures for the interviewing of applicants, and procedures for hiring clarified will be sent to and signed by building level administrators. Evidence: SASI Queries for HQ teachers in each school (Evidence will be collected by the Director of Personnel.)
2. Explore the procedures and timeline for reciprocity with other states. Clarify the process for all new applicants and ensure that they understand their responsibilities in the process	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08	Monitoring this process will ensure that reciprocity does exist between teacher's from other states and SCDE. Teacher for whom reciprocity does not will be led to take the appropriate certification exams. District procedures for completing the reciprocity process with be developed, signatures will be needed for all stakeholders involved, teachers building level administrators, Superintendent, and director of personnel.
3. Develop a timeline and calendar for the recruitment of HQ teachers.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08	This indicator will ensure that the district is actively seeking HQ teachers for any vacancies that exist after school has already begun. Evidence: Timeline and calendar on file. (Evidence will be collected by the Director of Personnel.)
4. Continue to implement incentives to attract new teachers to the county. i.e. providing new comers with available housing information, Implementing the Community Buddy programs (this programs facilitates the building of relations between	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy	07/1/08	Incentives foster the retention of HQ teachers, as well as encourage them to sign a contract with the district. Connecting them to the community gives them a feeling of belonging. Evidence: Agendas of planning sessions, newspaper articles of Community Buddy Events, Logs of assigned buddies and their interactions with new comers.

community leaders and new faculty and staff members) Stress the benefits of being an HQ teachers, and explain the draw backs of not being HQ (SUB PAY)	Sanford		Teacher flyer about what it means to be HQ in SC. (Evidence will be collected by the Director of Personnel.)
5. Implement the CERRA Teacher mentor program supported by the SCDE. Provide ongoing professional development the best of the best from each school to become teacher mentors.	Director of Personnel, Rebecca Cooper Superintendent, Dr. Delacy Sanford	07/1/08	All research indicates that Mentoring provides support for new employers to a school district. All teachers receiving this support will enable the district to retain its HQ teachers instead of losing them to neighboring district. Partnering with CERRA ensures that our HQ teachers are receiving mentorship from HQ Mentors. Evidence: List of mentors trained and certified by CERRA. List of mentors who are actually mentoring new teachers who are HQ. (Evidence will be collected by the Director of Personnel.)

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009 the district will ensure that:

Focused Goal 1: By April 1, 2009 we will increase the longitudinal HSAP Passage rate of the students at Hardeeville High School from 62% (2007) to 93% (2009) as measured by Fall 2008 – Spring 2009 MAP data.

Focused Goal 2: By April 1, 2009 we will improve our graduation rate from 55% (2007) to 80% (2009) with all students successfully passing all parts of the HSAP as measured by Fall 2008 and Spring 2009 MAP data and the completion of all other graduation requirements.

Focused Goal 3: The projected number of students passing End-of-Course Tests (EOCEP) will increase in English I by 15%, and in Algebra I by 15%, as measured by Fall (2008) and Spring (2009) MAP data and increase Physical Science by 30%, and US History by 30% as measured by our district benchmarks assessments in November (2008), January (2009) and March (2009).

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Each building level administrators will conduct classroom visits to ensure that the adopted curriculum is being implemented.	Building Level Administrators, Principals/ Assistant Principals Deputy Superintendent	07/1/08	This indicator will direct administrators with reference to their weekly responsibilities. Evidence: Observation log and JCSD Observation Form copies. This indicator will direct administrators with reference to their weekly responsibilities. Evidence: <ul style="list-style-type: none"> Monthly Observation log s indicating the 5 weekly classroom visits are completed JCSD Observation Form copies. Evidence of conference notes and other follow up support items based on staff needs (Deputy Superintendent will collect this data.)
Provide ongoing professional development for building level administrators in the following areas: <ul style="list-style-type: none"> Implementation of the adopted curriculum, and the specific instructional strategies that they should observe in K-12 	Deputy Superintendent, Dr. Al Arbee/ Professional Development Coordinator/	07/1/08	This indicator will provide building level administrators with the back ground knowledge of the adopted curriculum, and secondary curriculum that they will be observing in the classrooms. It will apprise them of the appropriate SC Standards based instructional strategies that they should be observing in the classrooms.

<p>classrooms</p> <ul style="list-style-type: none"> Utilization of data to improve instruction <ul style="list-style-type: none"> MAP Quarterly Benchmarks Monthly reviews of the observation documents submitted by the principals. Feedback will be provided to the principals based on their observation documents. 	Ms. Tigner		<p>Evidence:</p> <ul style="list-style-type: none"> Monthly Sign in sheets, Monthly surveys of professional development, Weekly observation logs of teachers with specific strategies noted. <p>. (Deputy Superintendent will collect this data.)</p>
<p>Building level administrators will conduct monthly Data audits to ensure that teachers are using data to power classroom instruction. The results of the audits will be sent to the Deputy Superintendent.</p>	<p>Principals/Assistant Principals, Deputy Superintendent, Dr. Al Arbee/ Testing Coordinator, Joyce Gerald Professional Development Coordinator/ Ms. Tigner</p>	07/1/08	<p>This indicator will provide structure for the building of data teams at each school. It will also foster or empower the “Driving” of instructional practices with data. (Individual teachers audit forms completed, data folders, showing the assessment used by the teachers.)</p> <p>Evidence: Monthly Individual teachers audit forms completed, Data folders, showing the assessment used by the teachers. (Deputy Superintendent and DTC will collect this evidence)</p>
<p>Provide ongoing professional development in the interpretation of assessment data to drive instruction: i.e. MAP, Descartes, Dynamic Reporting Suites, and Adopted Curriculum Benchmarks for Science and Social Studies, portfolio assessment, authentic assessment, to building level administrators and teachers.</p>	<p>Deputy Superintendent/ Dr. Al Arbee, DTC/Joyce Gerald</p>	07/1/08	<p>This indicator will enable the district to gather and analyze data, and show building level administrators and classroom teachers how to gather and analyze data to foster student improvement. Best practices research indicated that data driven instructional practices foster student achievement. Through Adopted Curriculum training teachers will develop practices that are standards driven. Evidence: Student Target RIT Goals sheets, PD Logs, Differentiation strategies cited on Lesson Plans, RIT groups per class, sample of student’s portfolios (The DTC & Adopted Curriculum Contact will collect the documentation for this indicator.)</p>
<p>Conduct monthly Data audits to ensure that teachers are using data to power classroom instruction.</p>	<p>Deputy Superintendent/ Dr. Al Arbee, DTC/Joyce Gerald</p>	07/1/08	<p>Research shows that classroom instruction that is powered by data fosters student achievement. This audit will ensure that the professional development given to teachers is being used to improve student achievement.</p> <p>Evidence: Monthly Individual teachers audit forms completed, Data folders, showing the assessment used by the teachers. (The DTC will collect the documentation for this indicator.)</p>
<p>Provide ongoing professional development for content areas teachers/ESOL/special populations in the implementation of the adopted curriculum.</p>	<p>Deputy Superintendent/ Dr. Al Arbee, DTC/Joyce</p>	07/1/08	<p>This indicator will meet the special population goal in the strategic plan. These students significantly impacts AYP for each school. Providing the building level teams with unpacking the standards strategies will empower teachers</p>

	Gerald/ M. Tigner		to teach more effectively, thus improving student achievement. (Professional Development Coordinator will collect this evidence.)
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Description of Program Initiatives

HSAP Prep Classes – This program will be initiated for the purpose of supporting students who either failed the HSAP initially or is having difficulty in subject area classes. This support will be offered two to three days a week with a highly qualified teacher.

Using Data to Improve Instruction - Book Study – An identified area of need at Hardeeville Middle/High is student achievement. To that end a book study on how to effectively analyze and use data to improve student achievement will be one strategy.

Teacher made - Mini HSAP Assessments - These are very short HSAP-like assessments which will be given on a scheduled bases to determine how many of our 9th and 10th grade students are doing. The data from these assessments will be used to guide instruction as well as individual support for these students.

Credit Recovery Classes - Will be offered on Saturdays to those students needing additional credit to meet their on-time graduation schedule.

BEST PRACTICES – This will be an on-going professional development all teachers to maintain and familiarize teachers with appropriate and proven strategies for effective lesson delivery.

HSAP After-school Tutorial - Will be provided to skill deficient students as identified by MAP data. Students will receive additional instruction based on their areas of need. The tutorial schedule will be developed based on teacher recommendations and student assessment data analysis.

USA TestPrep – cable television network mathematics skills instruction

Measurement of Academic Progress (MAP) – academic skills assessment instrument